



**Research School of Management**

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Students with enquiries about program (degree) requirements should contact the College office; enquiries about course administration (subjects) are normally handled by the relevant Research School.

**MGMT7165**

**Innovation & Commercialisation**

**Semester I, 2014**

If you are interested or involved in the management of innovation, particularly science- or technology-based innovation, then this course has been designed for you. The course provides understanding of the innovation process and key components of commercialisation.

There are a number of different types of innovation - radical; architectural; incremental; business model - and contexts for innovation - established firms; new firms/ start-ups. Each type and context requires a different management framework. The course provides understanding of these different frameworks, including the skills and knowledge required, and of how to recognise which framework is the most appropriate to use.

<b>Mode of Delivery</b>	On campus, off-campus fieldwork
<b>Prerequisites</b>	-
<b>Incompatible Courses</b>	-
<b>Course Convener/Lecturer:</b>	Mr. Camilo Potocnjak-Oxman
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Office hours for student consultation:	Tuesday 9am – 5pm (by appointment)
Student administrator/s	RSM Student Office (Monday to Friday 9am to 5pm)
Phone:	6125 6737 or 6125 9839
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<http://programsandcourses.anu.edu.au>

## **COURSE OVERVIEW**

### **Learning Outcomes**

Upon successful completion of the requirements for this course, participants will be able to:

1. Describe the process involved in different types of innovation, and the role that commercialisation plays in this process in diverse organisational contexts.
2. Analyse an innovation project, identifying drivers for success and factors leading to the risk of failure.
3. Diagnose and select frameworks, tools and techniques for the management of innovation projects in different types of organisation.
4. Develop an innovation strategy for an organisation, including input from a range of internal and external stakeholders.

**Proposed Assessment (Summary):** Assessment for this course will be confirmed after consultation with students at the first lecture of the semester. If there are any changes to the assessment, those changes will be publicised on Wattle.

<b>Assessment Task</b>	<b>Value</b>	<b>Due Date</b>	<b><i>Linked Learning Outcomes (optional)</i></b>
1. Innovation Labs	25% (5% each)	Weeks 3, 4, 5, 6 and 7	<i>LO1, LO2, LO3, LO4</i>
2. Innovation Lab: Team Presentation	20%	Week 8 (after mid-semester break)	<i>LO2, LO3, LO4</i>
3/4. Case Study Analysis & Write-Up of Discussion Insights	30% (15% each)	Weeks 10 & 12	<i>LO2, LO3</i>
5. Innovation Lab: Individual Report	25%	Week 13	<i>LO1, LO2</i>

### **Research-Led Teaching**

MGMT7165 - Innovation & Commercialisation is a project-based course. This provides participants with the opportunity to select and apply theoretical and

methodological frameworks in the context of a real organisation. Participants will be required to interact with organisational stakeholders, and identify clear linkages between the context and the validity of the frameworks they have selected.

## **Feedback**

### **Staff Feedback**

Participants will be given feedback in the following forms in this course:

- Discussion sessions providing feedback on understanding of concepts;
- Team-based feedback during seminar sessions, focused on process and progress of Innovation Lab projects;
- Individual and team-based feedback during consultation time;
- Comments on performance in both individual and team-based assessment tasks, via direct email to students.

### **Student Feedback**

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

<http://unistats.anu.edu.au/surveys/selt/students/> and  
<http://unistats.anu.edu.au/surveys/selt/results/learning/>

## **Policies**

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: <http://policies.anu.edu.au/>

Students are expected to have read the [Code of Practice for Student Academic Integrity](#) before the commencement of their course.

Key policies include:

- [Student Assessment \(Coursework\)](#)
- [Student Surveys and Evaluations](#)
- [Assessment of Student Learning](#)

## **COURSE SCHEDULE**

<b>Week</b>	<b>Summary of Activities</b>	<b>Assessment</b>
1	Introduction to Course: <ul style="list-style-type: none"> <li>- What is Innovation? Types &amp; Significance</li> <li>- The Triple-Helix perspective: Role of Academia</li> </ul> <b>Workshop:</b> <ul style="list-style-type: none"> <li>- Identifying roles of course, participants and team formation</li> </ul>	-
2	Open Innovation: <ul style="list-style-type: none"> <li>- Sources of Innovation</li> <li>- Lead Users in the Value System</li> </ul> <b>Workshop:</b> <ul style="list-style-type: none"> <li>- Mapping a value system</li> </ul>	-
3	Innovation Processes, Part I: <ul style="list-style-type: none"> <li>- Organisational goals and user needs</li> </ul> <b>Workshop:</b> <ul style="list-style-type: none"> <li>- Using design thinking to identify needs</li> </ul>	Innovation Lab, part 1: Value System Map (5%)
4	Innovation Processes, Part II: <ul style="list-style-type: none"> <li>- Creativity &amp; Problem Solving</li> </ul> <b>Workshop:</b> <ul style="list-style-type: none"> <li>- Prototyping, testing &amp; iteration</li> </ul>	Innovation Lab, part 2: Needs & Problems (5%)
5	Managing Uncertainty <ul style="list-style-type: none"> <li>- Measuring success &amp; risk of failure</li> </ul> <b>Workshop:</b> <ul style="list-style-type: none"> <li>- Developing a learning plan</li> </ul>	Innovation Lab, part 3: Prototype Solutions (5%)
6	Going to Market: <ul style="list-style-type: none"> <li>- Commercialisation, adoption &amp; diffusion</li> </ul> <b>Workshop:</b> <ul style="list-style-type: none"> <li>- Commercialisation pathways</li> </ul>	Innovation Lab, part 4: Learning Plan (5%)
7	Business Model Innovation: <ul style="list-style-type: none"> <li>- From inputs to socio-economic outcomes</li> </ul> <b>Workshop:</b> <ul style="list-style-type: none"> <li>- Business Model Canvas</li> </ul>	Innovation Lab, part 5: Commercialisation Strategy (5%)
	<b>Mid Semester Break</b>	
8	Innovation in New Ventures: <ul style="list-style-type: none"> <li>- Entrepreneurship &amp; SMEs</li> </ul>	Innovation Lab Presentation (20%)
9	Innovation Culture: <ul style="list-style-type: none"> <li>- Fostering innovation within organisations</li> </ul>	
10	Innovation in Large Firms: <ul style="list-style-type: none"> <li>- Top-down, bottom-up &amp; decision-making</li> </ul>	Case Study Discussion 1 (15%)
11	Innovation Strategy: <ul style="list-style-type: none"> <li>- Managing the innovation portfolio</li> </ul>	
12	Innovation Systems <ul style="list-style-type: none"> <li>- Cross-sector innovation and the knowledge economy</li> </ul>	Case Study Discussion 2 (15%)
13	Towards Innovation & Commercialisation <ul style="list-style-type: none"> <li>- Summary and further implications</li> </ul>	Innovation Lab: Individual Report (25%)

## **ASSESSMENT REQUIREMENTS**

### **Assessment Tasks**

#### **Participation**

Although participation will not be assessed, due to the project-based nature of the course, participants are strongly encouraged to attend all seminar and workshop sessions. This will provide participants with the opportunity to practice the use of models and frameworks with the group as a whole, facilitating their development of assessment tasks.

### **Assessment Task 1:** Innovation Lab, parts 1-5

#### **Details of task:**

The Innovation Lab constitutes the major team project for the course. It is comprised of three different assessment tasks (see Assessment Tasks 2 and 5 below). The purpose of this first assessment task is for course participants to develop practical experience in the use and application of different innovation models and frameworks. Practical application will focus on a single major organisation, shared by all teams in the course, to facilitate discussion, and encourage cross-team feedback and input.

This first assessment task is split into 5 weekly parts, commencing in week 2. Each part centres on a different stage of an innovation process, is introduced during the workshop component of that week's seminar session, and is delivered at the beginning of the following seminar. These parts will then be drawn together to inform development of Assessment Task 2.

The overall schedule for this assessment task is as follows:

#### ***Part 1 – Value System Map (Hand-in Week 3)***

This part centres on describing the focal organisation's value chain, and mapping the value system within which it exists. By recognising this diverse range of stakeholders, we seek to identify lead users in order to find opportunities for innovation.

#### ***Part 2 – Needs & Problems (Hand-in Week 4)***

This part focuses on understanding the problems experienced by lead users within the organisations value system, and recognising the underlying needs that could be satisfied in order to devise solutions. Teams will be encouraged to interact with lead users in order to gather in-depth qualitative data.

#### ***Part 3 – Prototype Solutions (Hand-in Week 5)***

This part will focus on developing low-fidelity prototype solutions to the needs and problems that lead users are experiencing, and testing these solutions with said users in order to iteratively improve them until they have been validated. Once again, this stage will require teams to interact with their chosen user groups.

#### ***Part 4 - Learning Plan (Hand-in Week 6)***

This part focuses on uncovering the level of uncertainty facing the proposed solutions, stemming from the technical, market, resource and organisational dimensions. This aims to provide teams with insight into which of their proposed solutions are the most cost effective, and more importantly, provide the highest degree of learning for the organisation.

#### ***Part 5 – Commercialisation Strategy (Hand-in Week 7)***

In this final part, teams will identify internal and external sources of funding for their proposed solution, as well as determining strategies for its diffusion. The key to this part is

assessing the proposed solution and sources of funding to determine those with the best fit and chance of success.

This schedule may be slightly modified on the basis of progress or unforeseen circumstances affecting the ability for participants to engage with external stakeholders.

### **Assessment Rubrics**

Specific assessment rubrics will be delivered on the week before the task is due. In general, these tasks will be marked on the basis of three criteria:

- a) Use of relevant concepts, models and frameworks;
- b) Quality of analysis, findings and insight;
- c) Clarity of process and identification of steps for further development.

**Value:** Each part is worth 5% of the final grade.

**Presentation requirements:** Teams are to use the frameworks provided, plus a 1-2 page description of the process undertaken, concepts used and findings achieved. On the due date, teams will briefly present their work to other teams in the class, in order to share insights and provide feedback.

**Estimated return date:** Marks will be delivered on the week following

**Individual Assessment in Group Tasks:** For each part of this assessment, all team members must fill and sign a Team Contribution form, which will be available on Wattle.

### **Assessment Task 2: Innovation Lab, Team Presentation**

#### **Details of task:**

This assessment item consists of a 15 minute presentation delivered by teams as the culmination of the Innovation Lab project undertaken during assessment task 1 (see above).

The main focus of this presentation is to describe the process undertaken to arrive at the proposed innovation, and how it would be implemented into the focal organisation's existing business model. This implementation should be supported by evidencing the findings arrived at throughout the whole process of the previous assessment task.

Teams must also identify any relevant contextual or organisational factors that could have positive and/or negative impacts on the potential for success or failure of said implementation. Teams will also provide recommendations as to how the organisation's business model should change in order to improve the chances for success of this implementation process, supported by a brief set of actions required to initiate these changes.

Presentations will be followed by a 5-10 minute question and answer session, where participants will have the chance to clarify, discuss, and incorporate insights brought forth by the lecturer and rest of the class.

### **Assessment Rubrics**

Team Presentation will be marked on the basis of four criteria:

- a) Clarity, logic and structure of the presentation;
- b) Evidence of process and analysis of the organisation's business model;
- c) Quality of insight and recommendations as to how the project would be implemented, and how the business model would be affected;
- d) Depth of Knowledge demonstrated in answering questions and issues arising during class discussion of the presentation.

**Value:** 20%

**Presentation requirements:** Teams will have 15 minutes for their presentation. There is no limit to the amount of slides that teams may use. Handouts are also permissible.

Presentations will be recorded on video for assessment purposes.

In order to ensure equal opportunities for all teams presenting in a particular session, time will be managed strictly. For this purpose, teams will be given visual cues indicating when they have 5 minutes remaining, when they have 1 minute remaining, and when they have 10 seconds to wrap up.

To improve time management, presentation slides must be delivered to the lecturer via email the day before the presentation is due. These will all be loaded on the seminar room computer before commencing the first presentation.

Presentations will begin promptly at the beginning of the seminar session.

**Estimated return date:** Marks will be delivered two weeks after presentations are delivered.

**Individual Assessment in Group Tasks:** All team members must fill and sign a Team Contribution form, which will be available on Wattle.

### **Assessment Task 3 & 4:** Case Study Analysis & Write-Up of Insights

#### **Details of task:**

These Assignments consists of a two part process:

#### ***Part 1 – Case Study Analysis***

Course participants are to read the case study and assigned articles, preparing written responses to the three set questions. Using the format provided on Wattle (These will be available for download the week prior to the assessment's due date), answers should be printed and brought to the seminar session.

#### ***Part 2 – Insights from Class Discussion***

At the beginning of the corresponding seminar session, case studies will be discussed in class, identifying how the key issues presented relate to the topics of that week. It is expected of the students to contribute their findings to the discussion. Students will annotate their assignment with insight and learnings derived from the discussion.

The purpose of case studies is to allow students to relate the theoretical content and frameworks to a real-world scenario. This facilitates the understanding of the hidden complexities that often present themselves during the innovation process, and the implications this has for the managing of this process within organisations of a diverse nature. By discussing the conclusions of this analysis, students are able to recognize the conflicting and complementary views held by other members of the class. This aims to provide a representation of the perspectives on innovation present in an environment with multiple stakeholders.

#### **Assessment Rubrics**

These assessment tasks will be marked on the basis of three criteria:

- a) Clarity, Logic of Argument, Structure and Referencing;
- b) Quality of Analysis and relation to relevant literature and seminar topic;
- c) Level of insight acquired from the perspective of other participants.

**Word limit:** 600-750 (200-250 per question), plus handwritten insights

**Value:** 15% each

**Presentation requirements:** Use format provided on Wattle; respect word length.

**Estimated return date:** 1 week from due date.

## **Assessment Task 5:** Innovation Lab, Individual Report

### **Details of task:**

Having completed the presentation, each team member will be required to deliver a report on their experience of the Innovation Lab process. This report should focus on the following things:

- 1) The innovation process, as experienced from their own perspective, emphasising issues and breakthroughs encountered, and how these were dealt with within the team. This should include a managerial as well as a methodological component;
- 2) An analysis of their role within the team and process, and how this relates to the initial perceptions of the role they would play in a future innovation project;
- 3) A reflection on insights obtained from feedback received throughout the project and specifically at the end of the team presentation How would this feedback be incorporated into the project in order to improve outcomes.

The purpose of the individual report is to allow course participants to revisit their team project and the associated discussion arising from questions and feedback from the class. The aim is to embed a skew for iteration in the evaluation of innovation projects, identifying potential areas for improvement of both outcomes and process. This also reinforces the importance of recognising the value of diverse stakeholder perspectives.

### **Assessment Rubrics**

The Individual Report will be marked on the basis of three criteria:

- a) Clarity, Logic of Argument, Structure and Referencing;
- b) Summary of Innovation Lab project, the process undertaken and assessment of relevance of frameworks used;
- c) Critique of role played within team, and analysis of own role within an innovation project;
- d) Critique of project outcomes on the basis of feedback received from lecturer and other course participants.

**Word limit:** 1000-1250

**Value:** 25%

**Presentation requirements:** Respect word length. Appendices can be included, but the body of the report must be contained within the word limit. Please do not include appendices that are not essential to the report.

**Estimated return date:** 2 weeks from due date.

### **Examination(s)**

This course does not possess a final exam.

### **Assignment submission**

**Online Submission:** Assignments are submitted using the course Wattle site. Submitted assignments must include the cover sheet provided on Wattle. Please keep a copy of the assignment for your records.

**Hard Copy Submission:** Assignments must be submitted to the RSM Student Office and include a cover sheet. Email and fax submissions are not acceptable. You must keep a copy of assessment materials submitted for your records.



## **Identify your Assignment with your Student Number only**

When submitting your assignment please ensure that it contains your student number in the **file name** and on the **first page**. Please do not put your name anywhere in your assignment.

## **Use of Assignments as exemplars and grade moderation**

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

## **Late submission of Assignments**

If an assignment is submitted after the due date it will not be marked unless an application for Special Consideration is approved. An application for Special Consideration must:

- where relevant include a medical report completed by a medical practitioner (an ordinary "medical certificate" is not sufficient);
- include a copy of as much of the assignment as has been completed by the due time and date; and
- be submitted as soon as practicable, preferably before or on the due date.

In general, a successful application for Special Consideration will result in the marking of the work completed at the due date with some upward adjustment of the mark, rather than an extension of time. However, in extenuating circumstances, supported by appropriate documentation, an extension **may** be granted.

Note that decisions about Special Consideration are **not** made by the teaching staff for this course.

## **Returning assignments**

As the majority of assignments will be delivered digitally, these will not be returned. Marks will be sent to students via their ANU email account.

## **Referencing requirements**

There is no preferred form of referencing. However, this must be internally consistent for each assessment item.

## **Workloads**

Students taking this course are expected to commit at least 10 hours a week to completing the work. This will include:

- 13 seminar sessions, comprised of lectures, discussions and team presentations;

- Private team work leading to Innovation Lab and Presentation assessment items;
- Private personal study and development of Case Study Analysis and Innovation Lab Report assessment items.

### **Prescribed Texts and Reference Materials**

There is no prescribed text for this course. Links to readings will be provided on wattle, and must be accessed using either an on-campus computer, or the ANU's virtual proxy server (<http://virtual.anu.edu.au>).

### **Support for Students**

The University offers a number of support services for students. Information on these is available online from <http://students.anu.edu.au/studentlife/>